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ABSTRACT

The Booker T. Washington National Monument preserves and protects the birth site and childhood home of Booker T. Washington while interpreting his life experiences and significance in U.S. history as the most powerful African American between 1895 and 1915. The programs and activities included in this guide about the Burroughs Plantation (Virginia) are designed to meet the curriculum requirements specified in the Standards of Learning for Virginia Public Schools. This unit for students in grades 4-5 contains activities to introduce students to the impact of the Civil War, especially as it affected those living on the Burroughs Plantation. Engaging in the pre-visit, on-site, and post-site visit activities in the guide, students focus on learning concepts appropriate to their grade level while developing an appreciation for the problems and hardships of rural Virginia plantation life over a century ago. The activities enable students to investigate, research, and participate in hands-on learning experiences. Each program content page in the guide details how the park and its sites can serve as a classroom. The guide describes unit activities and gives specific objectives for each lesson. (Contains a 14-item children's booklist, a 7-item adult booklist, and other informational material.) (BT)

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ED 467 296

War On The Home Front

HARDSHIPS ON THE BURROUGHS PLANTATION

SO 034 063

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BOOKER T. WASHINGTON NATIONAL MONUMENT

THE MISSION

Booker T. Washington National Monument preserves and protects the birth site and childhood home of Booker T. Washington while interpreting his life experiences and significance in American History as the most powerful African-American between 1895 and 1915. The park provides a resource for public education and a focal point for continuing discussions about the legacies of Booker T. Washington and the evolving context of race in American society.

Booker T. Washington National Monument

MISSION STATEMENT FOR EDUCATIONAL PROGRAMS

It is the mission of Booker T. Washington National Monument's education program to satisfy the curriculum needs as specified in the Standards of Learning for Virginia Public Schools utilizing the park as a classroom. The programs and activities included in the Educational Guide to Booker T. Washington National Monument are designed to meet these requirements while introducing students to the life of the young slave boy, Booker.

By engaging in pre-visit, on-site, and post-visit activities, students will focus on learning concepts appropriate to their grade level while developing an appreciation for the problems and hardships of the people in Franklin County over a century ago, especially those of African American descent.

The activities included in this guide enable students to investigate, research, and participate in "hands on" learning experiences. They will build a strong foundation in communication skills, research techniques, computer skills, writing, and thinking in terms of multiple points of view. These activities also have cross-curriculum applications.

At Booker T. Washington National Monument, students will learn about the cultural diversity that makes up Franklin County, Virginia. It is the hope of Booker T. Washington National Monument's educational staff that by learning about the past and the life of Booker T. Washington that we can evolve in our understanding of the context of race in our American Society.

Each program content page details how the park can serve as a classroom. It describes unit activities and gives specific objectives for each lesson. Standards of Learning for Virginia Public Schools are stated at the top of each table of contents.

TABLE OF CONTENTS FOR "WAR ON THE HOME FRONT"

Learning Activities for Students Grades 4-5

"War on the Home Front" is a unit of activities designed to introduce students to the impact of the Civil War, especially as it affected those living on the Burroughs plantation.

Standards of Learning for Virginia Public Schools that are met by a visit to the site and the learning activities.
History and Social Science: 4.2, 4.3, 4.4, 4.7, 5.7, 5.9, and 5.10
Computer/Technology: C/T 5.3 and C/T 5.4
Mathematics: 4.19 and 5.17
English: 4.1, 4.2, 4.3, 4.7, 4.8, 4.9, 5.1, 5.3, 5.4, 5.7, and 5.8

Pre-Visit Activities

1. Vocabulary
   Designed to help students become familiar with the terms used in activities and on their trip.

2. Map Activity
   Students will label a map identifying Union states, Confederate states, border states, and territories.

3. Map - U.S. by 1861
   Duplicate for Map Activity

4. Map - U.S. by 1861
   Key for Map Activity

5. Slaveholder And Slave
   Through discussion students will compare and contrast the relationships between slaveholder and slave before and after the Civil War.

6. Letter To My Friend
   Students will write a letter to a "friend" trying to persuade them to either be on the side of the North or the South.

7. Choices
   Students will compare and contrast Booker's life as a slave with their lives today.

Post-Visit Activities

8. Diorama
   Students will construct a diorama about an event that occurred on the Burroughs plantation from 1856-1865 and give a presentation of their project to the class.

9. Project And Presentation
   Students will research and present a project dealing with events or people important to the Civil War era.

10. Timeline
    Students will create a classroom timeline from 1850-1865.

11. Pie Or Circle Graph
    Students will construct two pie or circle graphs. Using the graphs, students will compare and contrast the resources of the North and South.

12. Point of View
    Students will compare and contrast the men's point of view of the Civil War to the women's point of view of the war on the Burroughs plantation.

PRE-VISIT ACTIVITY

VOCABULARY

Objective: Students will become familiar with terms that they will hear on their trip to the Booker T. Washington National Monument.

Subject: Language Arts, Social Studies

Materials: Vocabulary list

Procedure: Use the following list to familiarize students with terms that will be used on their trip.

1. plantation: a large farm where a cash crop is planted and grown to sell
2. "big house": the house that the owners of the plantation lived in
3. emancipation: freedom, especially of the slaves in the U.S.
4. Emancipation Proclamation: the document issued by President Lincoln, which became official on January 1, 1863, that freed the slaves in the Confederate states.
5. slavery: the owning or keeping of slaves as a practice or institution; slaveholding
6. cash crop: plants that are grown to sell for a profit
7. grapevine telegraph: an oral form of communication in slave culture in which news spread rapidly among slaves from plantation to plantation
8. Underground Railroad: an organized system of "conductors" and safe houses that helped runaway slaves escape to the North
9. agrarian: relating to the land; relating to the cultivation or ownership of land
10. property: something that is owned by someone
11. casualty: a soldier who is lost to active service, especially through being killed, wounded, or captured

12. indentured servitude: a contract to work for a person for a certain number of years, usually to pay for passage to the New World; at the end of the contract these servants are free

13. industrial: having to do with industries; relating to factories or the work, products, or people within

14. insurrection: a rising up against established authority; rebellion; revolt

15. Union: the side of the U.S. during the Civil War; the North

16. Confederate: the side of the South during the Civil War; Rebels

17. territory: a part of the United States having its own legislature but without the status of a State and under the administration of an appointed governor

PRE-VISIT ACTIVITY

MAP ACTIVITY

Objective: Students will label a map identifying Union states, Confederates states, border states, and territories.

Subject: Social Studies

Materials: Map, crayons, pencils

Procedure:

1. Label the Union states and color them blue.
2. Label the Confederate states and label them gray.
3. Label the border states and color them yellow.
4. Name the territories. Label them free or slave. Color the free territories green and the slave territories red.
5. Make a legend for your map.

PRE-VISIT ACTIVITY

SLAVEHOLDER AND SLAVE

Objective: Through discussion students will compare and contrast the relationships between slaveholder and slave before and after the Civil War.

Subject: Social Studies

Materials: Notebook paper, pencil, (optional) video camera

Procedure:

1. Divide a piece of notebook paper in half long ways.
2. Label one column slaveholder and one column slave. Do this on the front of the paper.
3. On the back of the paper, label one column former slaveholder and the other former slave.
4. Label the front of the paper "Before the Civil War." Label the back of the paper "After the Civil War."
5. Have students think about what it meant to be a slaveholder or a slave. On the front of their paper have them list the responsibilities of each. List the problems of each. What did it mean to be a slaveholder or slave? Think about how political events of the time could have affected both.
6. Now have students think about what it meant to be a former slaveholder or former slave after the Civil War. List the responsibilities and problems of each. Think about how political events of the time could have affected both.
7. Have a class discussion about these relationships. How did each try to overcome these problems?
8. Optional: Have a panel discussion with both sides giving their points of view. You could even video tape it to show back to the class.

PRE-VISIT ACTIVITY

LETTER TO MY FRIEND

Objective: Students will write a letter to a "friend" trying to persuade them to either be on the side of the North or South.

Subjects: Language Arts, Social Studies

Materials: Paper, pencil, computer

Procedure:

1. Divide the class in half, North and South.
2. Have students research the causes of the civil war. For example: the differences between the North and South geographically, agriculturally, economically, the issue of slavery, and the issue of how new territories were to be brought into the U.S.
3. Each student will write a persuasive letter to a "friend."
4. The letter must try to convince the "friend" that their side, North or South, is the right side of the conflict.
5. Students must give historical reasons why they believe they are on the right side and try to persuade their "friend" to join up.
6. Students could use word processing and graphics on the computer for the final draft of their letter.

PRE-VISIT ACTIVITY

CHOICES

Objective: Students will compare and contrast Booker's life as a slave with their lives today.

Subjects: Social Studies

Materials: Paper and pencil

Procedure:

1. Work this activity into a regular history lesson preferably one that deals with the Civil War or a preview of the history of Booker T. Washington.

2. Pick five students from your class. Know your students well. Choose those who can handle this activity. This is a sensitive area, so be very careful. If at any time during the activity a student becomes upset, stop the activity and explain what you were trying to do.

3. Place a black ribbon on these five students' shirts. Don't let them know what you are doing or why they were picked.

4. Start the lesson. After a short time ask all students with black ribbons to stand behind their desks. Give no explanation. Continue the lesson. If one of these students wants to participate, don't allow them to just ignore them.

5. Command the students to do other things as you are continuing the lesson. Example: stand on one foot, turn round and round, all stand in one corner of the classroom, or stand facing the back of the classroom. While facing the back of the classroom, ask them to read something off the board in the front of the room. Don't let them turn around. They will say that they can't read it. Tell them that is no excuse.

6. Never give them choices. Tell them what to do.

7. Do this intermittently as the lesson continues.

8. After 10 - 15 minutes, stop. Ask the students how they felt. What was going through their minds? How did they feel once their choices were taken away?

9. Have students list all of the choices that they can think of that they are allowed to make.

10. Have students list the choices that Booker was allowed to make on the Burroughs plantation. Discuss what prevented Booker from being able to make choices even as basic as going to school.

POST-VISIT ACTIVITY

DIORAMA

Objective: Students will construct a diorama about an event that occurred on the Burroughs plantation from 1856-1865 and give a presentation of their project to the class.

Subjects: Art, Social Studies, speaking skills

Materials: Shoebox, paints, clay, cloth, pipe cleaners, basically any materials that students wish to use

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Procedure:

1. A diorama is basically a scene in a box. Have each student construct his or her own diorama.
2. Have students discuss some of the important events that occurred on the Burroughs plantation that they learned from their trip to Booker T. Washington National Monument.
3. Have students decide what event they would like to construct.
4. Turn the shoebox on its side and paint a background.
5. Construct a scene depicting your event in the shoebox.
6. Have students write a well-developed paragraph describing their event.

POST-VISIT ACTIVITY

PROJECT AND PRESENTATION

Objective: Students will research and present a project dealing with events or people important to the Civil War era.

Subjects: Social Studies, Art

Materials: Books, encyclopedias, internet, paper, pencils, pens, crayons, various materials to make illustration

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Procedure:

1. Have students research particular people or events important to the Civil War era.
   Suggestions:

Nat Turner's Rebellion	Booker T. Washington
Robert E. Lee	Frederick Douglass
JEB Stuart	William Lloyd Garrison
Thomas "Stonewall" Jackson	Harriet Beecher Stowe
Ulysses S. Grant	Emancipation Proclamation
Abraham Lincoln	Bull Run
Jefferson Davis	Fredericksburg
Daniel Webster	Antietam
John C. Calhoun	Gettysburg
Vicksburg	Appomatox

2. Have students make an illustration of their person or event. Examples: poster, model, drawing, or mobile.

3. Have students present their projects to the class. This should be done as an individual activity.

POST-VISIT ACTIVITY

TIMELINE

Objective: Students will create a classroom timeline from 1850-1865.

Subject: Social Studies

Materials: Construction paper, markers, wire or yarn to hang timeline.

Procedure:

1. Have students create a timeline putting in important events and people from 1850-1865.

2. Cut construction paper into rectangles with each year that you wish to show events. Place these above the timeline.

3. Place important people and events on your timeline.
   Suggestions:
   1850 - Compromise of 1850; Fugitive Slave Law
   1852 - Uncle Tom's Cabin published by Harriet Beecher Stowe.
   1854 - Kansas-Nebraska Act
   April, 1856 - Booker T. Washington born.
   1857 - Dred Scott Decision
   1859 - John Brown attacks Harper's Ferry and is executed.
   November, 1860 - Lincoln elected 16th president.
   December, 1860 - SC secedes from the Union.
   January-February, 1860 - Mississippi, Florida, Alabama, Georgia, Louisiana, and Texas secede.
   April, 1861 - Lincoln declares insurrection; blockade of Southern ports begins.
   April - May, 1861- Virginia, Arkansas, Tennessee, and North Carolina secede.
   July, 1861- Union defeated at Bull Run. James Burroughs dies.
   March, 1862 - battle of Monitor and Merrimac
   September, 1862 - Antietam, highest casualties of the war
   January, 1863 - Emancipation Proclamation
   May, 1863 - Vicksburg
   July, 1863 - Gettysburg
   March, 1864 - Grant named commander-in-chief of the Union forces.
   November and December, 1864 - Sherman's March to the Sea

November, 1864 - Lincoln reelected.
April, 1865 - Appomattox, end of Civil War
April, 1865 - Lincoln assassinated.
April-June 1865 - Slaves freed.

POST-VISIT ACTIVITY

PIE OR CIRCLE GRAPHS

Objective: Students will construct two pie or circle graphs. Using the graphs students will compare and contrast the resources of the North and South.

Subject: Social Studies

Materials: Paper, pencil, compass, crayons, pens

Procedure:

1. Have students construct two pie graphs. One will represent the resources of the North in 1860. The other will represent the resources of the South in 1860.

2. Include in the graph items such as the amount of money, the number of people, and the number of factories, food supplies, and railroads that each region has.

3. Analyze the differences between the two regions. How did this affect the Civil War? How did resources affect each side's ability to fight, especially in the long term? What conclusions can you draw from the differences in resources?

POST-VISIT ACTIVITY

POINT OF VIEW

Objective: Students will compare and contrast the men's point of view of the Civil War to the women's point of view of the war on the Burroughs plantation.

Subject: Social Studies

Materials: Books, encyclopedias, internet, paper, pencil, (optional) video camera

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Procedure:

1. After a trip to Booker T. Washington National Monument, students will research what the Civil War was like for those who fought as well as for those on the home front.

2. How did men view the war? Think of men in different situations and their points of view. For example: an enlisted man, a wealthy slaveholder, a small farmer that doesn't own slaves, a man who didn't fight, and a slave. Try to find as much as you can about what the men in the South had to deal with. What were their responsibilities? What were their long-range goals? How did they meet these goals?

3. How did the women view the war? Think of women in different situations and their points of view. For example: a married woman with small children, women on the home front, a nurse, a woman whose sons had gone to war, and a slave. Try to find out as much as you can about what the women on the home front in the South had to confront. What were their responsibilities? Who did they have to depend upon? What were their long-range goals? How did they meet these goals?

4. Hold a panel discussion comparing and contrasting these differing points of view.

5. Optional: Tape the discussion to be played back to your class or shown to another class.

APPENDIX

Children's Booklist

Amper, Thomas, *Booker T. Washington.* Carolrhoda Books, Inc., Minneapolis, 1998.

Bisson, Terry, Nat *Turner Slave Revolt Leader.* Chelsea House Publishers, NY, 1998.

Bradbury, Marie, *More Than Anything Else.* Orchard Books, NY, 1985.

Collins, James L., *John Brown and the Fight Against Slavery.* The Millbrook Press, Brookfield, Connecticut, 1991.

Elish, Dan, *Harriet Tubman and the Underground Railroad.* The Millbrook Press, Brookfield, Connecticut, 1993.

Hamilton, Virginia, *American Black Folktales.* Alfred A. Knopf, NY, 1985.

Hamilton, Virginia, *Many Thousand Gone: African Americans from Slavery to Freedom.* Alfred A. Knopf, NY, 1993.

Hopkins, Deborah, *Sweet Clara and the Freedom Quilt.* Dragonfly Books, Alfred A. Knopf, NY, 1993.

Jones, J. Jewell, *Chalk Stories of Extraordinary African Americans.* Pieces of Learning, Dayton, Ohio, 1998.

Katz, William Loren, *A History of Mulitcultural America, The Civil War to the Last Frontier, 1850-1880s.* Raintree Steck-Vaughn, Austin, Texas, 1993.

Levine, Ellen, *If You Traveled on the Underground Railroad.* Scholastic, Inc., NY, 1993.

Patterson, Lillie, *A Discovery Biography: Booker T. Washington Leader of His People.* Chelsea Juniors, NY, 1991.

Roberts, Jack L., *Booker T. Washington Educator and Leader.* The Millbrook Press, Brookfield, Connecticut, 1995.

Schroeder, Alan, *Booker T. Washington Educator and Racial Spokesman.* Chelsea House Publishers, NY, 1992.

Adult Booklist

Harlan, Louis R., *Booker T. Washington, the Wizard of Tuskegee, 1901-1915.* Oxford University Press, 1983.

Harlan, Louis R., *The Making of a Black Leader, 1856-1901.* Oxford University Press, NY, 1972.

King, Wilma, *Stolen Childhood Slave Youth in Nineteenth-Century America.* Indiana University Press, Bloomington, IN, 1995.

Loewen, James W., *Lies My Teacher Told Me.* Simon & Schuster, NY, 1996.

Mackintosh, Barry, *Booker T. Washington An Appreciation of the Man and his Times.* National Park Service, 1972.

Rand, Donna, *Black Books Galore Guide to Great African American Children's Books.* John Wiley & Sons, Inc., NY, 1998.

Washington, Booker T., *Up From Slavery.* Penguin Books, NY, 1986.

The Booker T. Washington Story

Booker T. Washington was born in the spring of 1856 on the tobacco farm belonging to James and Elizabeth Burroughs. His mother, a slave called Jane, was the cook for the farm. His father was thought to have been a local white man.

Booker, his mother, brother and sister lived in a small log cabin. The cabin was not only the family's home, but was also used as the kitchen for the plantation. It had no windows. Openings in the side let in the light...but also the cold winter air. There was no wooden floor. Booker later said that he and his family slept on "a bundle of filthy rags laid upon the dirt floor."

Booker's mother often prayed that one day she and her family would be free. The day of freedom finally came at the end of the Civil War when Booker was nine years old. A Union officer read the Emancipation Proclamation from the front porch of the Burroughs house, and all the people who had been held in slavery, including Jane and her children, were freed.

Booker's mother decided to take her children to Malden, West Virginia, where her husband was working in the salt mines. In Malden, Booker began his education. First, he used a spelling book to learn the alphabet. Later, he was able to go to school--although he still had to work to help support his family. He got up early in the morning to work in the coal mines for five hours before going to school at 9:00 a.m. When school was finished for the day, he went back to the mine again.

Washington heard about Hampton Institute, a school for African Americans. Even though it was in Hampton, Virginia, 500 miles away, Booker was determined to go there. He walked most of the 500 miles to school.

Washington received the education he wanted at Hampton Institute while working as a janitor. After graduating, he returned to Malden to teach others. He paid for his brother to attend Hampton too.

Later, Washington returned to Hampton Institute as a teacher. When a group from Tuskegee, Alabama, wrote to Hampton Institute asking for a teacher to start a school, the principal recommended Booker.

When Washington arrived at Tuskegee, there were no buildings and no students. He decided that students at Tuskegee would learn vocational skills while studying practical subjects. Over the years, students built most of the buildings at the school. Students also grew most of the food served at the school. Today, the school is called Tuskegee University and remains a prestigious Historically Black University.

Washington traveled throughout the country to raise money for the school. He gave many speeches. In 1895, he gave a speech called "The Atlanta Address." This speech made him famous because it encouraged economic progress while not challenging racial segregation, a very controversial subject.

In his later years, Washington became even better known. His autobiography, *Up From Slavery*, was one of 13 books he published. He received an honorary degree from Harvard University. He was an adviser to three Presidents--William McKinley, Theodore Roosevelt, and William Howard Taft.

Dr. Booker T. Washington died in 1915. He is buried on the campus of Tuskegee University in Alabama.

Emancipation Proclamation

Lincoln signed the following official version of the proclamation on January 1, 1863:

Whereas, on the twenty-second day of September,* in the year of our Lord one thousand eight hundred and sixty-two, a proclamation was issued by the President of the United States, containing, among other things, the following, to wit:

That on the first day of January, in the year of our Lord one thousand eight hundred and sixty-three, all persons held as slaves within any State or designated part of a State, the people whereof shall then be in rebellion against the United States, shall be then, thenceforward, and forever free; and the Executive Government of the United States, including the military and naval authority thereof, will recognize and maintain the freedom of such persons, and will do no act or acts to repress such persons, or any of them, in any efforts they may make for their actual freedom.

That the Executive will, on the first day of January aforesaid, by proclamation, designate the States and parts of States, if any, in which the people thereof, respectively, shall then be in rebellion against the United States; and the fact that any State, or the people thereof, shall on that day be, in good faith, represented in the Congress of the United States by members chosen thereto at elections wherein a majority of the qualified voters of such State shall have participated, shall, in the absence of strong countervailing testimony, be deemed conclusive evidence that such State, and the people thereof, are not then in rebellion against the United States.

Now, therefore, I, Abraham Lincoln, President of the United States, by virtue of the power in me vested as Commander-in-Chief, of the Army and Navy of the United States in time of actual armed rebellion against the authority and government of the United States, and as a fit and necessary war measure for suppressing said rebellion, do, on this first day of January, in the year of our Lord one thousand eight hundred and sixty-three, and in accordance with my purpose so to do publicly proclaimed for the full period of one hundred days, from the day first above mentioned, order and designate as the States and parts of States wherein the people thereof respectively, are this day in rebellion against the United States, the following, to wit:

Arkansas, Texas, Louisiana, (except the Parishes of St. Bernard, Plaquemines, Jefferson, St. John, St. Charles, St. James Ascension, Assumption, Terrebonne, Lafourche, St. Mary, St. Martin, and Orleans, including the city of New Orleans) Mississippi, Alabama, Florida, Georgia,

South Carolina, North Carolina, and Virginia, (except the forty-eight counties designated as West Virginia, and also the counties of Berkley, Accomac, Northampton, Elizabeth City, York, Princes, Ann, and Norfolk, including the cities of Norfolk and Portsmouth), and which excepted parts, are for the present, left precisely as if this proclamation were not issued.
And by virtue of the power, and for the purpose aforesaid, I do order and declare that all persons held as slaves within said designated States, and parts of States, are, and henceforward shall be free; and that the Executive government of the United States, including the military and naval authorities thereof, will recognize and maintain the freedom of said persons.
And I hereby enjoin upon the people so declared to be free to abstain from all violence, unless in necessary self-defence; and I recommend to them that, in all cases when allowed, they labor faithfully for reasonable wages.
And I further declare and make known, that such persons of suitable condition, will be received into the armed service of the United States to garrison forts, positions, stations, and other places, and to man vessels of all sorts in said service.
And upon this act, sincerely believed to be an act of justice, warranted by the Constitution, upon military necessity, I invoke the considerate judgment of mankind, and the gracious favor of Almighty God.
In witness whereof, I have hereunto set my hand and caused the seal of the United States to be affixed.

Done at the City of Washington, this first day of January, in the year of our Lord one thousand eight hundred and sixty-three, and of the Independence of the United States of America the eighty-seventh.

By the President: ABRAHAM LINCOLN

*President Lincoln published a preliminary Emancipation Proclamation on September 22, 1862, just five days after the Battle of Antietam.

Teacher Evaluation

Your feedback is important to us. Please take a few minutes and complete this evaluation form. Thank you.

Teacher's Name (optional):

School Name (optional):

School Address:

Grade:

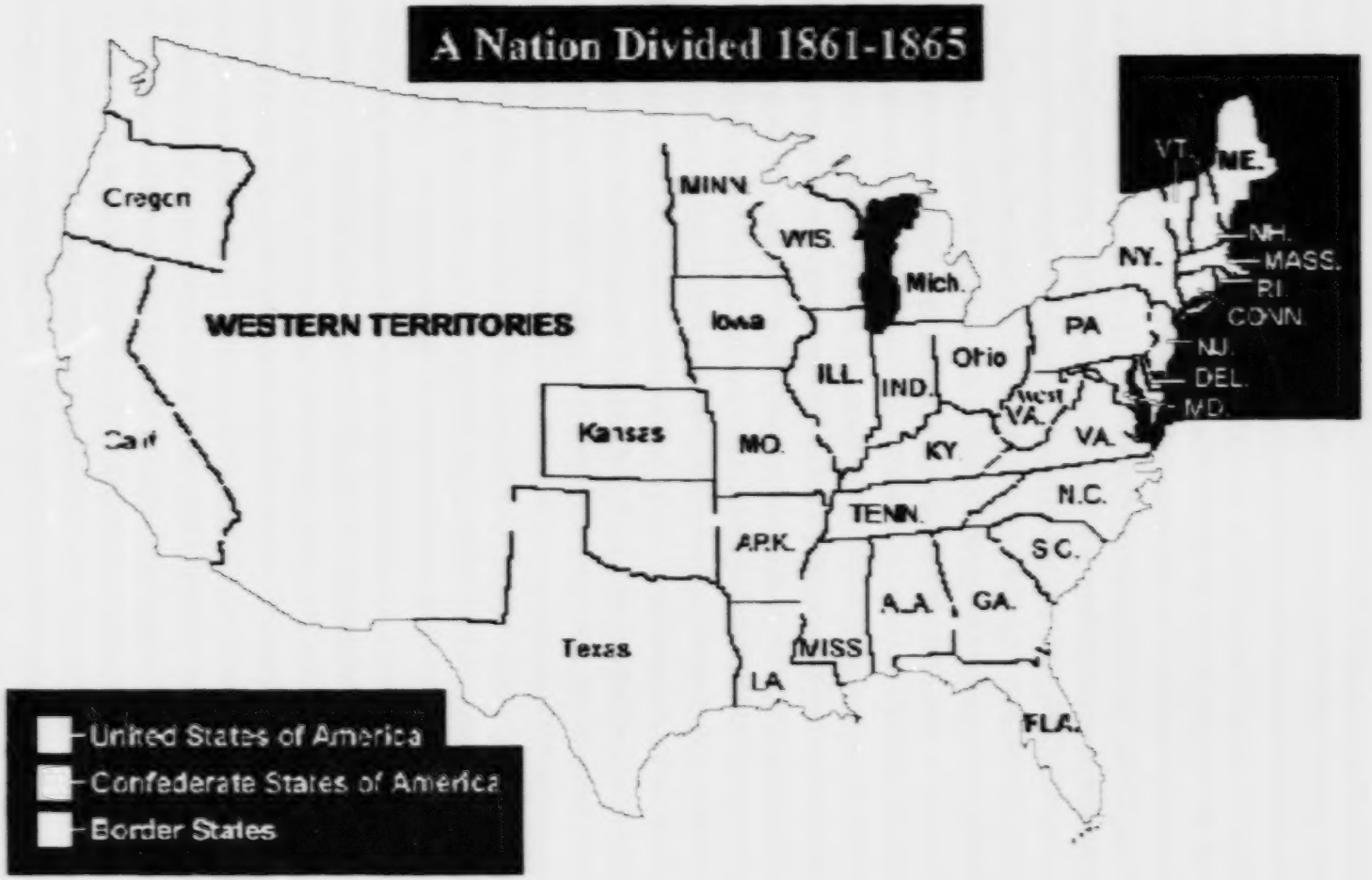
1. Overall, was this guide useful to you? Did it enhance your students' visit to Booker T. Washington National Monument? Would you recommend it to another teacher?

2. Which activities did you utilize? Were the activities clear and useful to you?

3. What improvements could be made to the activities? To the educational guide?

4. Any additional comments?

After completing this evaluation form, please turn sheet over, fold, affix postage, and mail. Thank you.



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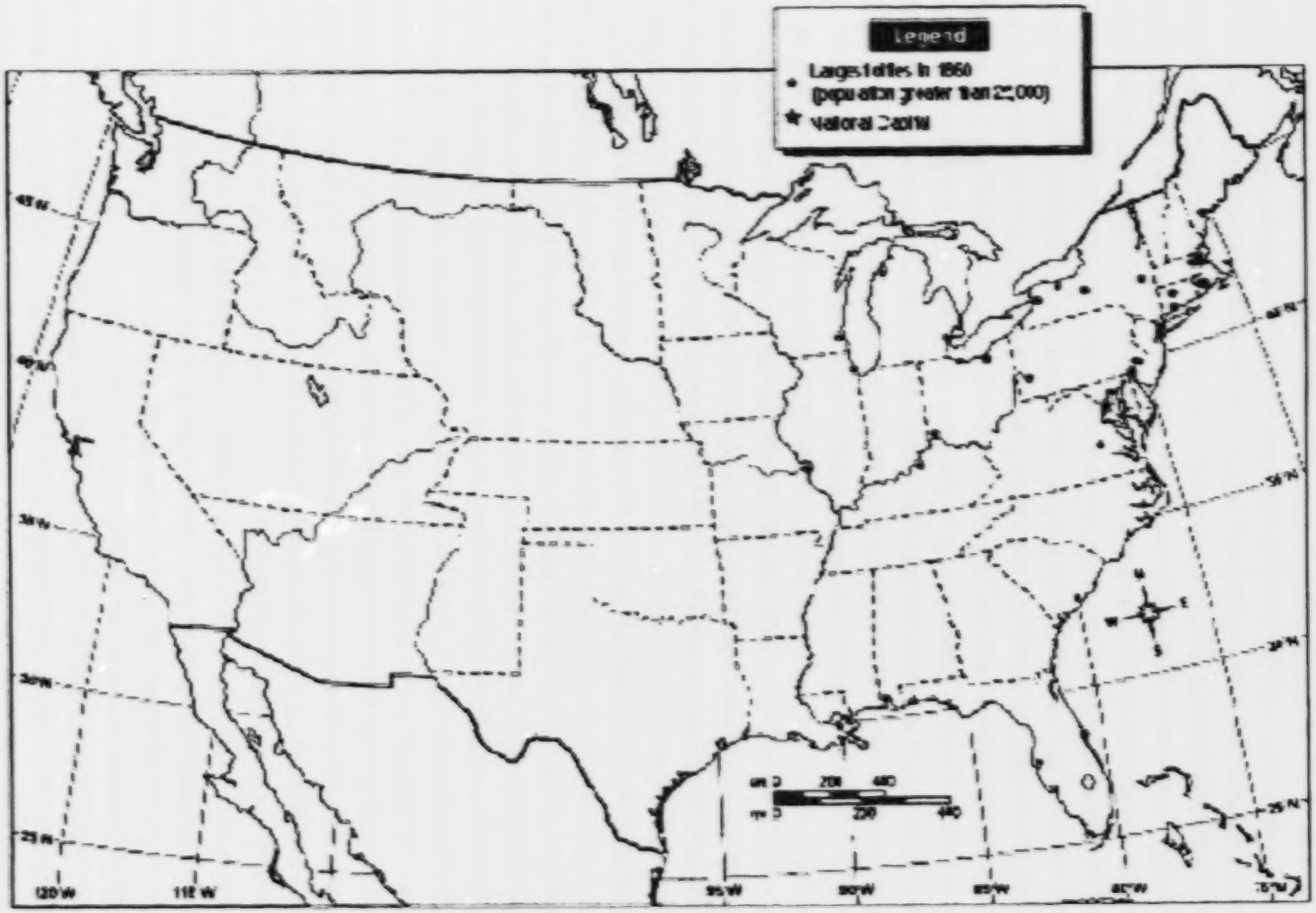

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